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ABSTRACT

Results of a survey conducted in 1980 by the Women's Opportunities Network of the University of Georgia are presented. The survey was designed to identify the character': characteristics and needs of nontraditional women students and to help guide the development of programs and activities that would benefit this group. In addition to providing data on the survey sample and specifying limitations of the survey form, which is appended, the statistical results of the research are presented in tabular form. These data include information on respondent characteristics, educational and employment background, field of study, student plans, methods of financing their education, study habits and participation in community and campus extracurricular activities, and problems with school. References are included. (SW)

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A NEEDS ASSESSMENT
OF
NONTRADITIONAL WOMEN STUDENTS
AT
THE UNIVERSITY OF GEORGIA

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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1980

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Introduction

Enrollment patterns in American institutions of higher education are changing rapidly. Enrollment figures no longer show that young males dominate the campus scene. During the past decade, women have enrolled at every academic level in such increasing numbers that they now constitute the majority of college students (Cowan, 1980). In addition, the number of traditional students (18-22 years old) has been declining while the number of adult students (23 and older) has increased (Fisher-Thompson, 1980; Robinson, 1980). Women constitute the largest and fastest growing segment of this adult student population. A study conducted by the Scientific Manpower Commission in the fall of 1979 indicates that two-thirds of the older college students are women (Fisher-Thompson, 1980). Tittle and Denker (1977) report that the enrollment of women students over the age of 30 has doubled in the past decade; and McCrea (1979) contends the number of older women students has tripled in the past five years.

These changing patterns have prompted numerous studies. Research on older women students have included examinations of characteristics (Aanstad, 1972; Astin, 1976a; McCrea, 1979); re-entry barriers (Cross, 1974; Ekstrom, 1972; Fisher-Thompson, 1980; Tittle & Denker, 1977); and needs and problems (Astin, 1976b; Brandenburg, 1974; Smallwood, 1980).

Purpose of the Study

The survey on the Needs of Nontraditional Women Students was conducted Winter Quarter, 1980, by the Women's Opportunities Network (WON), University of Georgia. WON is an interdisciplinary group of 17 faculty, staff, and graduate student women who have joined together because of their interest in the nontraditional woman student. The women in WON represent various facets of campus life including faculty and student activities and continuing education. A listing of WON members who participated in conducting this survey is given in Appendix A.

This survey was conducted for three reasons:

1. to assist WON in identifying the characteristics and needs of nontraditional women students
2. to guide WON in developing programs and activities which will benefit such students
3. to increase the awareness of the university community of the unique needs of this group of students.

Survey Form

The form used in this survey was modified from a basic form shared by Dr. Diane McKinstry, University of Missouri - Kansas City. The modified form was revised according to comments, suggestions, and practical considerations made by the members of the Women's Opportunities Network. The survey form used in the study is given in Appendix B.

Sample

WON obtained a listing of women age 26 and above enrolled in the University of Georgia Fall Quarter, 1979 from the Registrar's Office. Based on this information, survey forms were sent to 1621 women. Approximately 25 forms were returned because of incorrect addresses. Twenty-five returned survey forms indicated the respondents were under the age of 26. Whether this was due to error or date of birth is not known; however, the data provided by these respondents was included in the study since, by completing the survey, the respondents apparently felt they were nontraditional students.

A total of 303 returned survey forms from nontraditional female students constituted the final sample, indicating an 19% rate of return.

Data Analysis

The Statistical Package for Social Sciences (Nie, Hull, Jenkins, Steinbrenner, and Brent, 1975) was utilized to compute frequencies and breakdown of problems, services, and programs by age and marital status.

Limitations of the Survey Form

An examination of the survey form while computing the data suggests changes in four of the questions.

Question 7, "What is your present living situation?", includes type of housing and person with whom the respondent is living. Two separate questions might have provided more accurate information.

The category "assistantship" should have been included in Question 19: "Through which of the following ways are you financing your education?" Respondents who had assistantships may have indicated either "work-study" or "part-time jobs." Inclusion of the "assistantship" category would have been clearer for the respondents and would have provided more informative and accurate data.

Instructions could have been clearer for Question 24: "What is your primary purpose for going to school?" One response, the *primary* purpose, was expected; however, a number of respondents indicated more than one purpose.

Question 24, (the weighting of the problems) should have been presented in a different manner, perhaps by providing a scale of 1 to 5 for respondents to mark. Although most of the women weighted the items as requested, there were variations in the type of responses received.

The phrase "might be interested in" may have affected responses regarding services and program topics. Comments written on returned surveys suggest that women who had already obtained knowledge regarding the service or program topic, or those who did not feel they would utilize such offerings, did not indicate interest. Thus, a realistic appraisal of need for services and program topics may not have been indicated by this survey.

General Limitations

Caution must be exercised in applying the data from the survey to other populations. This study consists of older women enrolled at the University of Georgia. Only volunteers participated in this study; therefore, there was no control over those who responded to the survey. The sample represents 19% of the total population of older women enrolled at the University. Demographic data from the survey correspond to that of the total population.

Results of the Survey

The frequencies and breakdown of the survey data are presented in Tables 1 through 28. This report contains no interpretations of the data.

Numerous comments were written in response to the question, "What services, programs, or assistance would make your educational experience at the University more effective?" The results are categorized in Table 29. The actual comments are not included in this report because of the confidential nature of the responses.

Many of the women wrote on the open-ended inquiries that they would like the university community to be more sensitive to adult students, child care facilities for student-parents, campus and library orientations, opportunities to take entire degree programs in evening school, keeping the bookstore open in the evenings at least two nights a week, and more courses scheduled in the late afternoon.

TABLE 1

Distribution Regarding Age Range, Ethnic Background and Marital Status

Category	N	%
Age Range		
Under 26	25	8.3
26-30	127	41.9
31-35	75	24.8
36-40	45	14.9
41-45	13	4.3
46-50	10	3.3
Over 50	8	2.6
Ethnic Background		
Black	14	4.6
White	271	89.4
Native American	3	1.0
Other	14	4.6
No response	1	.3
Marital Status		
Single	89	29.4
Married	146	48.2
Divorced	59	19.5
Widowed	7	2.3
Separated	2	.7

TABLE 2

Distribution Regarding the Presence or Absence of Children

Category	N	%
Have children	130	42.9
Do not have children	173	57.1

TABLE 3

Distribution Regarding Number and Ages of Children

	Number of Children							
	1		2		3		4	
Age Category	N	%	N	%	N	%	N	%
Under age 2	13	4.3	0	0	0	0	0	0
2-5 years of age	25	8.3	5	8.3	0	0	0	0
6-11 years of age	43	14.2	14	4.6	5	1.7	1	0.3
12-18 years of age	27	8.9	14	4.6	3	1.0	0	0
Over 18 years of age	12	4.0	7	2.3	5	1.7	8	2.6

TABLE 4

Distribution of Responses from Women Who Have Children Regarding Child Care Arrangements[a]

Category	N	%
Babysitter	14	4.6
Parents	13	4.3
Daycare Center	25	8.3
School	67	22.1
Child cares for self	19	6.3
Other	5	1.7

[a]130 women reported having children. Some women gave more than one response.

TABLE 5

Distribution of Replies to the Question, "What is your present living situation?"[a]

Category	N	%
Residence Hall	18	5.9
Parent/relation	6	2.0
Other person	40	13.2
Spouse	58	19.1
Spouse and child(ren)	73	24.1
Children	21	6.9
Alone	78	25.7
Family housing	26	8.6

[a]Percent of responses total more than 100% as more than one response was possible.

TABLE 6

Distribution Regarding Highest Education Completed

Category	N	%
1-2 years of college	35	11.6
3 years of college	37	12.2
BA-BS degree	110	36.3
MA degree	90	29.7
Ph.D.-Ed.D. degree	8	2.6
Professional degree	9	3.0
No response	14	4.6

TABLE 7

Distribution Regarding Year in School

Category	N	%
Freshman	18	5.9
Sophomore	16	5.3
Junior	21	6.9
Senior	25	8.3
Graduate/Professional	208	68.6
Other	9	3.0
No response	6	2.0

TABLE 8

Distribution of Replies to the Question,
"How many years have you worked?"

Category	N	%
Less than one	15	5.0
1-2	31	10.2
3-5	90	29.7
6-10	96	31.7
11-20	57	18.8
Over 20	12	4.0
No response	2	.7

TABLE 9

Distribution Regarding Primary Field of Work

Category	N	%
Education, teaching	63	20.8
Secretarial, clerical	42	13.9
Counseling, psychology	18	5.9
Sociology, social work, social service	16	5.3
Nursing	15	5.0
Lab technician, dental asst., researcher	12	4.0
Bookkeeping, accounting, banking, insurance	9	3.0
Journalism, public relations, personnel, customer service	9	3.0
Science (ecology, microbiology, biology, biochemistry	8	2.7
Business	7	2.3
Clerk, restaurant, reservationist	5	1.7
Child development, day care, recreation	5	1.7
Unskilled labor	4	1.3
Librarian	3	1.0
Sales	3	1.0
Veterinary medicine	3	1.0

TABLE 9 (continued)
Distribution Regarding Primary Field of Work

Category	N	%
Commercial art	2	.7
Drafting	2	.7
Math, economics	2	.7
Agriculture, food inspector	2	.7
Visual and performing arts	1	.3
Veteran (army)	1	.3
Urban design	1	.3
Two responses	37	12.2
More than two responses	8	2.6
No response	25	8.3

TABLE 10

Distribution Regarding College in Which Respondent is Enrolled

College	N	%
Agriculture	14	4.6
Arts & Sciences	88	29.0
Business Administration	24	7.9
Education	94	31.0
Environmental Design	4	1.3
Forest Resources	2	.7
Journalism	12	4.0
Home Economics	12	4.0
Law	7	2.3
Pharmacy	2	.7
Social Work	16	5.3
Veterinary Medicine	12	4.0
No response	16	5.2

TABLE 11

Distribution of Replies to the Question,
"How are you enrolled?"

Category	N	%
Part-time	113	37.3
Full-time	180	59.4
No response	10	3.3

TABLE 12

Distribution of College Majors Indicated by Respondents

Category	N	%
Education	76	25.1
Visual and performing arts	9	3.0
Counseling, psychology	25	8.3
Business, accounting	29	9.6
Pharmacy	2	.7
Veterinary medicine	8	2.6
Food science	3	1.0
Sociology, social work	22	7.3
Journalism, public relations	11	3.6
Liberal arts	23	7.6
Sciences	5	1.7
Agriculture	6	2.0
Law	6	2.0
Home economics, child development	8	2.6
Economics, Political Science	5	1.7
Horticulture	10	3.3
Mathematics	2	.7
Interior design	5	1.7
Law Enforcement	1	.3
Nursing	3	1.0
Forest resources	2	.7
Biology	5	1.7
Microbiology	8	2.6
Geography	2	.7
Agronomy	2	.7
Plant Pathology	2	.7
No response	23	7.6

TABLE 13

Distribution of Replies to the Question,
"How certain are you of your decision to major in this area?"

Category	N	%
Unsure	21	6.9
Fairly sure	79	26.1
Very sure	184	60.7
No response	19	6.3

TABLE 14

Distribution Regarding Highest Level
of Education Expected to Complete

Category	N	%
Don't know	19	6.3
Less than BA-BS	1	.3
BA-BS	40	13.2
Some grad study	10	3.3
Master's	95	31.4
Doctoral	94	31.0
Post-Doctorate	19	6.3
Professional	21	6.9
No response	4	1.3

TABLE 15

Distribution of Replies to the Question,
"Since you started college has your education
been interrupted for at least one quarter?"

Category	N	%
Yes	198	65.3
No	95	31.4
No response	10	3.3

TABLE 16

Distribution of Replies to the Question,
"What are your current plans?"

Category	N	%
To go straight through school	240	79.2
Interrupt course work prior to completion	47	15.5
No response	16	5.3

TABLE 17

Distribution of Ways Respondents Reported Financing Their Education[a]

Category	N	%[b]
Grant/Scholarship	74	24.4
Student Loan	61	20.1
Work-Study	29	9.6
Part-time job	94	31.0
Full-time job	75	24.8
Family/Husband support	98	32.3
Savings	69	22.8

[a]The write-in response "assistantship" was categorized as part-time job.

[b]Percent of responses total more than 100% as more than one response was possible.

TABLE 18

Distribution of Reported Hours Worked for Pay Each Week

Category	N	%
Not working	68	22.4
1-10	31	10.2
11-20	90	29.7
21-30	19	6.3
30 or more	82	27.1
No response	13	4.3

TABLE 19

Distribution Regarding Approximate Hours Per Week Spent Studying

Number of Hours	N	%
1-5	29	9.6
6-10	60	19.8
11-15	69	22.8
16-20	67	22.1
More than 20	69	22.8
No response	9	3.0

TABLE 20

Distribution of Responses Regarding Participation in Community and Campus Extra-Curricular Activities

	Range of Overall Involvement							
	High		Moderate		Low		None	
Activity	N	%	N	%	N	%	N	%
Community	20	6.6	68	22.4	115	38.0	96	31.7
Campus extra-curricular	12	4.0	35	11.6	91	30.0	157	51.8

TABLE 21

Distribution of Responses Regarding Primary Purpose for Going to School

Category	N	%
Personal satisfaction	46	15.2
Career advancement	101	33.3
Preparation for different career	68	22.4
Economic benefits	27	8.9
No response or more than one response	61	20.2

TABLE 22

Distribution of Weightings Regarding Problems with School[a]

	Frequency of Weightings						
	0	1	2	3	4	5	Item Mean
Demands on time and energy	8	25	25	47	49	149	3.92
Financial concern	17	53	26	62	53	92	3.37
Keeping up with family responsibilities	32	85	41	49	42	54	2.78
Keeping up with social life	26	94	42	73	38	30	2.52
Keeping up with community responsibilities	48	126	48	36	18	27	2.11
Feeling like those close to you understand and give support	38	127	43	42	23	30	2.19
Marital stress because of school	100	121	34	19	14	15	1.86
Making friends on campus	40	127	45	50	19	22	2.10
Finding time to study	27	57	44	52	66	57	3.08
Finding a quiet place to study	42	128	44	36	28	25	2.15
Parking	39	106	38	40	27	53	2.56
Finding adequate child care	136	109	21	16	12	9	1.75
Feeling like a stranger on campus	50	147	43	29	21	13	1.85
Personal safety on campus	50	168	40	27	9	9	1.62
Speaking up in class	44	153	41	30	23	12	1.84
Having adequate study skills	43	161	51	26	13	9	1.69
Having adequate reading and writing skills	45	158	61	23	10	6	1.62
Having adequate math skills	46	131	43	34	19	30	2.12
Keeping calm when taking tests	43	111	64	41	25	19	2.14
Maintaining motivation to continue school	44	114	46	50	30	19	2.21
Deciding on a major	55	171	18	27	16	16	1.74
Deciding on occupational direction	52	109	36	33	34	29	2.43

a - "1" is least difficult, "5" is most difficult.

TABLE 23

Mean Responses to Weightings of Problem by Age[a]

	Under 26	26-30	31-35	36-40	41-45	46-50	Over 50	Total
Demands on time and energy	3.50	3.85	4.07	4.14	4.00	3.50	4.33	3.92
Financial concern	3.54	3.67	3.17	3.10	3.00	2.11	3.29	3.37
Keeping up with family responsibilities	2.09	2.43	2.97	3.59	3.25	3.11	2.60	2.77
Keeping up with social life	2.74	2.68	2.24	2.42	2.08	2.44	3.43	2.52
Keeping up with community responsibilities	2.46	1.88	2.18	2.45	1.73	2.22	2.33	2.11
Feeling like those close to you understand and give support	1.96	2.12	2.41	2.38	2.17	1.38	1.67	2.19
Marital stress because of school	1.47	1.70	2.02	2.27	1.92	1.50	2.00	1.86
Making friends on campus	2.08	2.22	2.18	1.97	1.09	2.13	1.67	2.10
Finding time to study	3.08	2.93	3.21	3.29	3.15	3.13	2.67	3.08
Finding a quiet place to study	2.43	2.05	2.16	2.30	2.25	2.00	1.67	2.15
Parking	2.74	2.73	2.48	2.30	2.17	2.33	2.25	2.56
Finding adequate child care	1.00	1.77	2.10	1.82	1.20	1.00	3.00	1.75
Feeling like a stranger on campus	1.83	1.93	1.90	1.80	1.55	1.38	1.00	1.85
Personal safety on campus	1.87	1.72	1.64	1.43	1.18	1.13	1.00	1.62
Speaking up in class	2.35	1.88	1.67	1.63	2.18	2.13	1.00	1.84
Having adequate study skills	2.00	1.53	1.78	1.60	1.77	2.25	2.50	1.68
Having adequate reading and writing skills	1.91	1.48	1.68	1.70	1.75	1.67	2.00	1.62
Having adequate math skills	1.82	2.12	2.14	2.10	2.54	2.38	1.00	2.12
Keeping calm when taking tests	2.13	2.01	2.14	2.33	2.31	2.63	3.00	2.14
Maintaining motivation to continue school	2.09	2.27	2.23	2.05	2.64	1.75	1.00	2.20
Deciding on a major	1.74	1.88	1.65	1.54	1.91	1.50	1.00	1.74
Deciding on occupational direction	2.43	2.55	2.43	2.44	2.27	1.38	1.00	2.43

a - "1" is least difficult, "5" is most difficult.

TABLE 24

Mean Response to Weightings of Problems by Marital Status[a]

	Single	Married	Divorced	Widowed	Separated	Total
Demands on time and energy	3.80	3.97	3.98	3.86	4.00	3.92
Financial concern	3.81	2.87	3.98	2.71	4.00	3.37
Keeping up with family responsibilities	1.67	3.47	2.63	2.25	1.00	2.77
Keeping up with social life	2.70	2.30	2.77	3.00	1.50	2.52
Keeping up with community responsibilities	2.13	2.07	2.08	3.25	1.00	2.11
Feeling like those close to you understand and give support	2.37	2.20	1.94	2.00	2.00	2.19
Marital stress because of school	1.27	2.12	1.62	1.00	1.00	1.86
Making friends on campus	2.35	1.88	2.28	1.75	3.00	2.10
Finding time to study	2.58	3.32	3.35	2.50	2.00	3.08
Finding a quiet place to study	1.83	2.40	2.15	1.00	1.00	2.15
Parking	2.92	2.44	2.35	2.40	1.00	2.56
Finding adequate child care	1.00	2.01	1.91	1.00	1.00	1.75
Feeling like a stranger on campus	2.00	1.72	1.98	1.25	2.00	1.85
Personal safety on campus	1.82	1.46	1.68	2.00	1.00	1.62
Speaking up in class	1.79	1.80	2.09	1.00	1.00	1.84
Having adequate study skills	1.67	1.63	1.89	1.20	1.00	1.68
Having adequate reading and writing skills	1.73	1.54	1.67	1.50	2.00	1.62
Having adequate math skills	1.89	2.11	2.53	1.50	1.00	2.12
Keeping calm when taking tests	1.96	2.14	2.43	2.20	1.00	2.14
Maintaining motivation to continue school	2.29	2.07	2.33	2.75	2.00	2.20
Deciding on a major	1.74	1.73	1.79	1.00	4.00	1.74
Deciding on occupational direction	2.44	2.38	2.49	2.75	4.00	2.43

a - "1" is least difficult, "5" is most difficult.

TABLE 25

Distribution Regarding Services Which Might Be of Interest to Respondents

Service	N	%
Health/gynecological	199	65.7
Counseling	126	41.6
Career & vocational counseling	135	44.6
Women's studies (course offerings focusing on women in academic areas)	80	26.4
Women's intramurals	35	11.6
Special new student orientation for nontraditional students	75	24.8
Child care on campus	56	18.5
Women's support groups	104	34.3
Women's center to include meeting rooms and commuter lounges	101	33.3
Periodic social activities	96	31.7
Women's resource library	74	24.4

TABLE 26

Dsitribution Regarding Special Program Topics Which Might Be of Interest to Respondents

Program Topic	N	%
General health care	68	22.4
Exercise and weight control	123	40.6
Family planning	15	5.0
Nutritional needs	61	20.1
Legal rights as a woman	176	58.1
Women's political issues	102	33.7
Equal rights	139	45.9
Consumer rights (credit, insurance)	153	50.5
Marriage and divorce laws	50	16.5
Self-defense against rape	113	37.3
Landlord/tenant rights	69	22.8
Feminist ideology	56	18.5
Nontraditional careers for women	107	35.3
Women in the arts (literature, films, music)	62	20.5
Dating and interpersonal relations	55	18.2
Personal financial management	106	35.0
Fashions	33	10.9
Marriage planning	16	5.3
Time management	110	36.3
Managerial skills for women	134	44.2
Women's leadership	116	38.3
Strategies for career development and advancement	161	53.1
Professional writing	109	36.0
The dual role: student qr career woman and homemaker	104	34.3
Decision making	96	31.7

TABLE 27

Distribution of Services and Programs by Marital Status

	Single	Married	Divorced	Widowed	Separated	Total	Percent
Health/gynecological services	72	81	41	4	1	199	65.7
Counseling services	36	53	32	3	2	126	41.6
Career and vocational counseling	37	65	29	3	1	135	44.6
Women's studies	32	32	15	1	0	80	26.4
Women's intramurals	15	11	8	0	1	35	11.6
Special new student orientation for nontraditional students	17	36	20	2	0	75	24.8
Child care on campus	2	41	13	0	0	56	18.5
Women's support groups	32	43	28	1	0	104	34.3
Women's center	34	42	24	1	0	101	33.3
Periodic social activities	34	31	27	3	1	96	31.7
Women's resource library	30	28	16	0	0	74	24.4
General health care	28	23	16	1	0	68	22.4
Exercise and weight control	40	54	28	0	1	123	40.6
Family planning	9	5	1	0	0	15	5.0
Nutritional needs	26	25	10	0	0	61	20.1
Legal rights as a woman	55	76	41	3	1	176	58.1
Women's political issues	38	34	28	2	0	102	33.7
Equal rights	50	51	35	2	1	139	45.9
Consumer rights	53	61	34	3	2	153	50.5
Marriage and divorce laws	10	20	18	0	2	50	16.5
Self-defense against rape	40	45	24	3	1	113	37.3
Landlord/tenant rights	33	14	20	0	2	69	22.8
Feminist idealogy	26	15	14	1	0	56	18.5
Nontraditional careers for women	31	45	28	2	1	107	35.3
Women in the arts	22	23	13	3	1	62	20.5
Dating/interpersonal relationships	29	5	18	2	1	55	18.2
Personal financial management	38	40	25	2	1	106	35.0
Fashions	7	17	9	0	0	33	10.9
Marriage planning	7	5	4	0	0	16	5.3
Time management	32	51	24	2	1	110	36.3
Managerial skills for women	38	60	32	3	1	134	44.2
Women's leadership	37	43	32	3	1	116	38.3

Table 27 (continued)
Distribution of Services and Programs by Marital Status

	Single	Married	Divorced	Widowed	Separated	Total	Percent
Strategies for career development and advancement	52	69	36	2	2	161	53.1
Professional writing	39	44	23	3	0	109	36.0
Dual role	21	66	16	0	1	104	34.3
Decision making	28	48	18	1	1	96	31.7

TABLE 28

Distribution of Services and Programs by Age

	Under 26	26-30	31-35	36-40	41-45	46-50	Over 50	Total	Percent
Health/gynecological services	22	92	51	25	4	3	2	199	65.7
Counseling services	9	57	32	24	3	0	1	126	41.6
Career and vocational counseling	8	62	28	19	4	4	0	135	44.6
Women's studies	5	41	21	10	3	0	0	80	26.4
Women's intramurals	6	17	7	4	0	0	0	35	11.6
Special new student orientation for nontraditional students	1	29	21	19	4	0	1	75	24.8
Child care on campus	0	21	26	9	0	0	0	56	18.5
Women's support groups	6	52	25	12	6	0	3	104	34.3
Women's center	3	48	25	18	3	1	3	101	33.3
Periodic social activities	9	40	23	19	2	2	1	96	31.7
Women's resource library	6	38	13	13	2	2	0	74	24.4
General health care	10	35	16	4	1	1	1	68	22.4
Exercise and weight control	12	50	36	18	2	2	3	123	40.6
Family planning	2	12	1	0	0	0	0	15	5.0
Nutritional needs	9	29	19	2	0	1	1	61	20.1
Legal rights as a woman	15	78	45	22	7	5	4	176	58.1
Women's political issues	8	48	31	10	3	1	1	102	33.7
Equal rights	12	67	32	20	3	3	2	193	45.9
Consumer rights	14	69	42	22	4	0	2	153	50.5
Marriage and divorce laws	7	19	9	10	4	1	0	50	16.5
Self-defense against rape	12	58	25	12	1	1	4	113	37.3
Landlord/tenant rights	8	42	11	7	1	0	0	69	22.8
Feminist idealogy	6	32	11	4	2	1	0	56	18.5
Nontraditional careers for women	7	52	27	13	5	2	1	107	35.3
Women in the arts	7	31	12	8	1	1	2	62	20.5
Dating/interpersonal relationships	4	31	9	7	2	0	2	5	18.2
Personal financial management	10	48	29	14	3	1	1	106	35.0
Fashions	2	13	12	4	0	2	0	33	10.9
Marriage planning	1	11	0	2	1	0	0	16	5.3
Time management	10	46	28	18	2	4	2	110	36.3
Managerial skills for women	9	53	35	24	6	5	2	134	44.2
Women's leadership	9	54	25	20	5	2	1	106	38.3

Table 28 (continued)
Distribution of Services and Programs by Age

	Under 26	26-30	31-35	36-40	41-45	45-50	Over 50	Total	Percent
Strategies for career development and advancement	10	77	43	21	7	2	1	161	53.1
Professional writing	6	55	20	18	2	4	4	109	36.0
Dual role	8	47	23	20	4	2	0	104	34.3
Decision making	6	41	28	15	4	2	0	96	31.7

TABLE 29

Distribution of Classified Write-In Responses to Question, "What services, programs or assistance would make your educational experience at the University more effective?"

Category	N	%
Social	23	7.6
Financial	24	7.9
Flexible scheduling	25	8.2
Academic advising/tutor	69	22.8
Career counseling	16	5.3
Registration	14	4.6
Need for group/meeting place	19	6.3
View towards women and adult students	7	2.3
Orientation	17	5.6
Tutoring	6	1.9
Childcare	13	4.3
Housing	4	1.3
Legal services	2	.7
Lack of time	2	.7
Political activity	2	.7
General statement of support	17	5.6
Periodic literature	1	.3
Miscellaneous	14	4.6

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APPENDIX A

WOMEN'S OPPORTUNITIES NETWORK

Name	Address/Campus	Phone/Campus
Martha Anderson	Gilbert Health Services	2-1162, Ext. 267
Diana Chamblee	Gilbert Health Services	2-1162, Ext. 222
Judy Chandler	Room 246, Georgia Center	2-1755
Teeny Copas	229 Memorial Hall	2-7774
Janice Crumrine	Sociology Dept./Baldwin	2-8457
Carol Currier	Mental Health/Univ. Health Serv.	2-1162, Ext. 310
Pat Dwinell	Educational Psychology/Aderhold	2-4110
Margaret Holt	119A, Georgia Center	2-2245
Heather Kleiner	Sociology Dept./Baldwin	2-7029
Louise McBee	Old College, Acad. Affairs	2-8947
Nelle Scholz	Counseling & Testing/Clark-Howell	2-3183
Jan Smith	Counseling & Testing/Clark-Howell	2-3183
Marcy Ullom	Housing	2-1421
Carol Winthrop	229 Memorial Hall	2-7774

APPENDIX B

Survey on the Needs of Nontraditional Women Students
by
Women's Opportunities Network, University of Georgia

Name (Optional) _____ Social Security No. (Optional) _____

This survey is being conducted by a group of faculty and staff at UGA which call themselves The Women's Opportunities Network.

The survey asks questions about your background and needs as a student at UGA. It will take about 15 minutes of your time to complete. Please circle or fill in the appropriate response. Your answers will be confidential and your name will not be used in any way. Please return, by U. S. mail or campus mail, by February 12, 1980 to: Testing & Counseling Center, Clark Howell Hall, University of Georgia, Athens, Georgia 30602.

We appreciate your cooperation in the study.

1. What is your age category?
   a. 26–30
   b. 31–35
   c. 36–40
   d. 41–45
   e. 45–50
   f. over 50

2. What is your ethnic background?
   a. Black
   b. Chicano/Spanish
   c. White
   d. Native American
   e. Other (specify)

3. What is your marital status?
   a. single
   b. married
   c. divorced
   d. widowed

4. Do you have children?
   a. yes
   b. no

5. (If yes) How many children do you have in each age category?
   a. under 2 ____
   b. 2–5 ____
   c. 6–11 ____
   d. 12–18 ____
   e. over 18 ____

6. If you have children in your care, what are your present childcare arrangements?
   a. babysitter
   b. parents/older sibling
   c. daycare or nursery school
   d. in regular school
   e. child cares for self
   f. other

7. What is your present living situation?
   a. residence hall
   b. live with parent/relatives
   c. live with other person or persons
   d. live with spouse
   e. live with spouse and children
   f. live with children
   g. live alone
   h. Family Housing

8. What is the highest level of education you have completed?
   a. 1–2 years of college
   b. 3 years of college
   c. BA/BS degree
   d. M.A. degree
   e. Ph.D/Ed.D. degree
   f. Professional degree

9. How many years have you worked?
   a. less than one
   b. 1–2
   c. 3–5
   d. 6–10
   e. 11–20
   f. over 20

10. What has been your primary field of work?

11. What is your year in school?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Graduate or professional student
   f. Other

12. In which college are you enrolled?
    a. Agriculture
    b. Arts & Sciences
    c. Business Administration
    d. Education
    e. Environmental Design
    f. Forest Resources
    g. Journalism
    h. Home Economics
    i. Law
    j. Pharmacy
    k. Social Work
    l. Veterinary Medicine

13. How are you enrolled?
    a. part-time
    b. full-time

14. What is your college major?

15. How certain are you of your decision to major in this area?
    a. unsure
    b. fairly sure
    c. very sure

16. What is the highest level of education you expect to complete?
    a. don't know
    b. less than BA/BS
    c. BA/BS
    d. some grad study
    e. Master's degree
    f. Doctoral degree
    g. Post Doctoral
    h. Professional

17. Since you started college has your education been interrupted for at least one quarter?
    a. yes
    b. no

18. What are your current plans?
    a. to go straight through school
    b. interrupt course work prior to completion

19. Through which of the following ways are you financing your education?
    a. grant/scholarship
    b. student loan
    c. work-study
    d. part-time job
    e. full-time job
    f. family or husband support
    g. savings

20. How many hours do you work for pay each week?
    a. not working
    b. 1–10 hrs.
    c. 11–20 hrs.
    d. 21–30 hrs.
    e. 30 or more

21. Approximately how many hours per week do you spend studying?
    a. 1–5 hrs.
    b. 6–10 hrs.
    c. 11–15 hrs.
    d. 16–20 hrs.
    e. more than 20 hrs.

22. If you participate in community activities, please rate your overall involvement in these activities:
    a. high
    b. moderate
    c. low
    d. no participation

23. If you participate in extra-curricular activities on campus, please rate your overall involvement in these activities:
    a. high
    b. moderate
    c. low
    d. no participation

24. What is your primary purpose for going to school?
    a. personal satisfaction
    b. career advancement
    c. preparation for a different career
    d. economic benefits of further education

25. By weighing 1 through 5 (1 being the least difficult and 5 being the most) respond to each problem with school as it pertains to you.
    a. demands on time and energy
    b. financial concern
    c. keeping up with family responsibilities while going to school
    d. keeping up with social life while going to school
    e. keeping up with community responsibilities while going to school
    f. feeling like those close to you understand and give support
    g. marital stress because of school
    h. making friends on campus
    i. finding time to study
    j. finding a quiet place to study
    k. parking

25. (cont.)
    l. finding adequate child care
    m. feeling like a stranger on campus
    n. being concerned about personal safety on campus
    o. speaking up in class
    p. having adequate study skills (such as note taking, outlining)
    q. having adequate reading and writing skills for college work
    r. having adequate math skills for college work
    s. keeping calm when taking tests
    t. maintaining motivation to continue with school
    u. deciding on a major
    v. deciding on occupational direction

26. Listed below are services which might be of interest to you. Please circle the appropriate ones:
    a. Health/gynecological services
    b. counseling services
    c. career & vocational counseling
    d. women's studies (course offerings focusing on women in academic areas)
    e. women's intramurals
    f. special new student orientation for nontraditional students
    g. child care on campus
    h. women's support groups
    i. women's center to include meeting rooms & commuter lounges
    j. periodic social activities
    k. women's resource library

27. Listed below are some special program topics. Please circle the ones you might be interested in:
    a. general health care
    b. exercise and weight control
    c. family planning
    d. nutritional needs
    e. legal rights as a woman
    f. women's political issues
    g. equal rights
    h. consumer rights (credit, insurance)
    i. marriage and divorce laws
    j. self-defense against rape
    k. landlord/tenant rights
    l. feminist idealogy
    m. nontraditional careers for women
    n. women in the arts (literature, films, music)
    o. dating and interpersonal relationships
    p. personal financial management
    q. fashions
    r. marriage planning
    s. time management
    t. managerial skills for women
    u. women's leadership
    v. strategies for career development and advancement
    w. professional writing
    x. the dual role: student or career women and homemaker
    y. decision making

28. What services, programs or assistance would make your educational experience at the University more effective?